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ABSTRACT

The New York City Bilingual Technical Assistance Center provides technical assistance and training to personnel involved with instructional programs for students of limited English proficiency (LEP) in the city's 32 community school districts and the Board of Education's Division of High Schools. In 1985-86 the Center successfully implemented all of its proposed activities. These include the following: (1) a Spanish Spelling Bee; (2) a parent conference for Hispanic Parents; (3) a parent workshop on bilingual education programs; (4) teacher workshops on oral language development, reading education methods, and reading comprehension in content areas; (5) workshops on current Consent Decree/Lau guidelines; and (6) a comprehensive plan for bilingual education in New York City. This report discusses these projects and offers the following recommendations for improving the Center's functioning: (1) additional staff should be assigned to the Center on a regular, not ad hoc, basis; (2) the Spanish Spelling Bee and Annual Hispanic Parents' Conference should be continued and perhaps expanded to include other ethnic groups; (3) the Center should continue "tailor-made" workshops on district and school levels; and (4) newly drafted regulations and plans developed by the Center should be commented upon and the final version approved as quickly as possible. Appendices include programs of the Spanish Spelling Bee and Hispanic Parents' Conference, evaluation forms, and other supporting materials. (LHW)

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NEW YORK CITY

BILINGUAL TECHNICAL ASSISTANCE

CENTER

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

NEW YORK CITY

BILINGUAL TECHNICAL ASSISTANCE

CENTER

1985-1986

Project Director:
Pedro J. Colon

Prepared by the
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A SUMMARY OF THE REPORT

In its third year of operation, the New York City Bilingual Technical Assistance Center continued to provide technical assistance and training to personnel involved with instructional programs for students of limited English proficiency (LEP) in the city's 32 community school districts and the Board of Education's Division of High Schools.

The Center was housed in the Office of Bilingual Education and supported by the State Bureau of Bilingual Education with New York State Part 154 funds. It was headed by a full-time director, who was assisted by part-time consultants and full-time secretarial support.

In 1985-86 the Center successfully implemented all of its proposed activities. These included:

-- Providing technical assistance to twelve two-way bilingual education projects funded by the New York State Education department;

-- Coordinating the Spanish Spelling Bee for New York City;

-- Conducting a Parent Conference for Hispanic parents;

-- Conducting a parent workshop on state regulations concerning bilingual education programs;

-- Conducting four workshops for teachers in District 6 on oral language development, the application of reading education methods to LEP students, and teaching reading comprehension in the content areas;

-- Providing workshops to district and central Board supervisors and to parents on the current Consent Decree/Lau guidelines;

-- Drafting a comprehensive plan for bilingual education in New York City.

The Center was found to play an important role in assisting bilingual education programs, parents, and supervisors in New York City. In addition, the Center's activities during the 1985-86 academic year were well documented by the director.

The following recommendations are offered for improving the Center's functioning:

-- Additional staff should be assigned to the Center on a regular, rather than an ad hoc, basis.

-- The citywide Spanish Spelling Bee and the Annual Hispanic Parents' Conference should be continued and perhaps expanded to include students and parents of Chinese, Greek, and Haitian backgrounds.

-- The Center should continue to offer "tailor-made" workshops on both district and school levels.

-- The newly drafted regulations and plans developed by the Center should be commented upon and the final version approved as quickly as possible.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct the reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produce quality evaluation reports.

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New York City Bilingual Technical Assistance Center

Location:	131 Livingston Street Brooklyn, New York 11201
Year of Operation:	1985-86, Third year
Project Director:	Pedro J. Colon

I. PROJECT DESCRIPTION

OVERVIEW

The New York City Bilingual Technical Assistance Center, funded by the Bureau of Bilingual Education of the New York State Education Department (N.Y.S.E.D.), is administered by the Office of Bilingual Education (O.B.E.) of the New York City Board of Education. It is housed at the Board's headquarters in Brooklyn. The Center provides technical assistance to all 32 community school districts and the Division of High Schools.

The Center collaborates with other O.B.E. units to make presentations at the central office and at local districts, produce and disseminate materials, and plan and review its own activities. To a lesser extent, the Center also collaborates with other branches of the Board and with outside agencies.

The Center's budget covers the following line items: personnel, fringe benefits, supplies, printing, evaluation, travel, conference costs, and indirect costs. The project is headed by a full-time director, who is assisted by part-time consultants and full-time secretarial support.

The purpose of this final report is to summarize and assess the Center's work during the 1985-86 academic year. Its highlights include objectives addressed, activities implemented, and problems encountered and solved. Recommendations are made in the areas of staffing, technical assistance activity, materials development, and project assessment.

SERVICES OFFERED

School personnel who plan, implement, and monitor New York City's bilingual education programs need to understand current regulations and curricular and instructional issues. It was to meet these needs that the Board of Education established a centrally-based center for technical assistance in 1984.

The Bilingual Technical Assistance Center is part of the O.B.E. and is supported by New York State Part 154 funds. It is one of the network of programs and services that make up the Office of Bilingual Education, whose mission is to meet the needs of limited English proficient (LEP) students in New York City's public schools. Other O.B.E. units and their functions are:

1. Curriculum and Library Services -- develops bilingual-education curricula and disseminates them to the city's public schools and the community;

2. Funding and Evaluation Services -- gives technical assistance to school districts, high schools, and special education programs on identifying funding sources and writing proposals. It also conducts comprehensive evaluations of bilingual education techniques and assists in developing and identifying appropriate testing and evaluation instruments;

3. Program Planning and Support Services -- monitors all bilingual programs in the city schools to determine compliance with Consent Decree and LAU guidelines;

4. English as a second language (E.S.L.) -- provides special support and technical assistance for E.S.L. instruction, including conferences, seminars, and in-service workshops; and

5. Staff Development -- offers a variety of support, training, and technical services to school personnel and lay persons involved with bilingual education in conjunction with funded programs, e.g., Bilingual Pupil Services (B.P.S.), Project MAS (Math and Science Program), Project BABS (Bilingual Academic and Business Skills), the Native American Education Program, GET-SET, and the Bilingual Technical Assistance Center.

The Bilingual Technical Assistance Center was created to "promote the linguistic and academic progress of limited English proficient students." Its mandate is twofold: 1) to provide community school district and high school personnel with technical assistance and training on laws, regulations, and policies pertaining to instructional programs for LEP students; and 2) to assist the O.B.E. in developing a comprehensive plan for bilingual education in the New York City public schools in accordance with Part 154 of the Regulations of the Commissioner.

The objectives stated in this year's application to N.Y.S.E.D. for funding for the Center vary slightly from the year before. They are:

-- To provide technical assistance to twelve two-way bilingual education programs;

-- To coordinate the Spanish Spelling Bee for New York City;

-- To conduct a Parent Conference for Hispanic Parents;

-- To conduct parent workshops on Part 100 of the N.Y.S. Commissioner's Regulations;

-- To train teachers in District 6 to provide specialized instructional services to recent immigrants in the middle grades who have minimal reading skills in their native language;

-- To provide workshops to district and central Board supervisors and parents on the current Consent Decree/Lau mandates;

-- To consolidate the special circulars on the Consent Decree/Lau mandates; and

-- To draft a comprehensive plan for bilingual education in New York City to meet the requirements of Part 154 of the N.Y.S. Commissioner's Regulations.

In short, in contrast to the last year's program which had a broader, citywide focus, this year technical assistance was targeted at specific populations. These targeted workshops are more highly valued by the participants than the general ones.

STAFF

The Center's full-time director is an experienced mathematics teacher, with specializations in both science and computers. He was employed by the O.B.E. as a resource specialist in the Language Development Support Systems Project -- which specialized in computers -- before accepting his current assignment. He is currently enrolled in the doctoral program in curriculum and teaching at Fordham University, has a master's degree in sanitary sciences from the University of Puerto Rico, and an advanced certificate in administration and supervision from Brooklyn College. He is assisted by a full-time secretary, and was temporarily assisted by the former project director, who helped organize the Parent Conference.

METHOD OF INQUIRY

Information and documentation was collected through phone calls, examination of materials, and face-to-face interviews with the project director.

II. FINDINGS

PROGRESS TOWARDS ACHIEVING OBJECTIVES

Objective 1: To provide technical assistance to twelve two-way bilingual education projects.

The project director was responsible for providing technical assistance to twelve two-way bilingual education projects funded by the N.Y.S.E.D. This assistance included: proposal writing, evaluation design development, staff training, and budget management. The amount and type of technical assistance varied, and was based on the project director's judgment and/or the request of the site coordinator. For example, many projects were contacted by telephone, while others (slightly over 50 percent) required or requested on-site visits.

On-site visits were made to the following projects: Project Epic, the Model Partial Immersion Two-Way Bilingual Education Program, and the Bilingual Two-Way Program, in Manhattan; the Two-Way Bilingual/Bicultural Enrichment Program, in the Bronx; the Two-Way Bilingual Program and the Bi Leggia/Bi Lee Program, in Brooklyn; and School District 30's Two-Way Bilingual Education Program, in Queens.

The project director reported no obstacles to implementing the technical assistance activities other than time limitations. He indicated that project directors were generally helpful and cooperative. Activities under this objective were documented through management and field visit reports, which are kept on file at O.B.E. headquarters, and which contain the dates and the specific nature of each visit. In addition to the seven on-site visits, the director also contacted the various sites by telephone

to elicit information on training interests and needs. This information was then shared with the N.Y.S.E.D., which used it for workshop planning.

Objective 2: To coordinate the Spanish Spelling Bee for New York City.

In order to plan and coordinate the New York City Spanish Spelling Bee, an eleven-member Spelling Bee Committee was convened. Its responsibilities included:

1. preparing word lists;
2. duplicating word lists (Level I for grades five and six and Level II for grades seven through nine);
3. selecting word lists for semi-final and final competitions;
4. preparing sentences for semi-final and final competitions;
5. preparing invitation to attend;
6. notifying news media;
7. conducting semi-final and final competitions for New York City public schools students; and
8. preparing students and arranging transportation to the statewide Spanish Spelling Bee in Albany.

The necessary school- and district-level arrangements for the contest were made during the fall and early winter of 1985. District-wide competitions were held in the spring of 1986, and the citywide finals were held at the Board of Education headquarters in Brooklyn on May 16.

The project director reported that the coordination of the spelling bee was "a smooth operation from start to finish." He amply documented the center's work to organize the contest, as can be seen from both his management reports and the materials produced by the committee. (See Appendix A.)

Objective 3: To conduct a Hispanic Parents' Conference.

The sixth annual Hispanic Parents' Conference was held on May 3 at Park West High School in Manhattan. It was coordinated by the Center's

previous director, who was "on loan" from another O.B.E. unit for the duration of the conference's planning and implementation stages. Approximately 300 parents attended. Parents attending the conference received a materials packet containing information on health, social, and other municipal services, as well as school-related information. These materials complemented the conference workshops, which covered such topics as bilingual education, testing, school board elections, and the relationship between nutrition and learning. All these materials were in both Spanish and English.

Participating parents were asked to rate nine aspects of the conference (e.g., materials, organization, presentations, etc.) on a four-point scale ranging from "poor" to "excellent." A review of the 98 questionnaires returned revealed that assessments varied slightly according to the language used to respond. For example, 38 percent of the evaluations in Spanish rated all nine aspects of the conference as "excellent," whereas only 31 percent of the evaluations in English did the same. If English and Spanish responses are averaged, approximately 35 percent of the respondents rated all aspects of the conference as "excellent." However, since nearly two-thirds of the participants did not return their questionnaires, the results may not be representative of these groups. (See Appendix B for the conference program, the evaluation form, and the follow-up press coverage.)

Objective 4: To coordinate workshops for parents on Part 100 of the N.Y.S. Commissioner's Regulations.

The Center's director offered technical assistance in organizing workshops on this topic through a general mailing to the superintendents, principals, and school board members of all 32 districts. Reportedly, only

one district -- District 6 -- requested such assistance. Twenty-five parents from District 6 attended the technical assistance session, which the Center organized at P.S. 89. The Center's director prepared Spanish-language materials, thereby facilitating communication considerably. The director indicated that participants in the session were generally satisfied with the information that had been presented.

Objective 5: To train teachers in District 6 to provide specialized instructional services to recent immigrants in the middle grades who have minimal reading skills in their native language.

This objective was implemented by conducting four workshops for District 6 teachers in March 1986. The workshop topics were oral language development, the application of reading education methods to LEP students, and teaching reading comprehension in the content areas. The workshops were conducted by three reading and language specialists.

A review of the evaluation forms collected at each workshop revealed a very high degree of participant satisfaction. For example, one workshop speaker's style was described as energetic, enthusiastic, and interactive. In addition, positive assessments were made of this workshop's structure and relevance. The topic was seen as grade-level relevant and the presentation was seen as useful, clear, and well organized. After each of the three sessions, the vast majority of respondents said they would attend a similar workshop in the future. (See Appendix C for the material distributed at one session and the workshop evaluation form.)

Objectives 6 and 7: To provide workshops to district and central Board supervisors and to parents on the current Consent Decree/Lau guidelines.

To consolidate the special circulars on the Consent Decree/Lau mandates.

The Center's director reported that he presented information on the existing regulations for the identification, placement, and testing of LEP students at two meetings: on February 19 at District 9, to 17 bilingual education supervisors; and on March 12 at District 8, to 27 parents. Materials used with the supervisory group included The Delivery of Services to Students in Bilingual/E.S.L. Education Programs, K-12, 1983-84 and The Principal's Guide for the Identification, Testing, and Placement for Limited English Proficient Students, 1985. Both of these documents are available through the Center and, according to the director, have not had to be revised because they accurately reflect existing regulations.

This academic year, the Center developed a Spanish-language informational manual on bilingual education for parents, entitled Manual de Educacion Bilingue Para Los Padres Hispanos. This publication was distributed at the March 12 workshop. (See Appendix D for a copy of the parents' manual.)

Objective 8: To draft a comprehensive plan for bilingual education in New York City to meet the requirements of Part 154 of the N.Y.S. Commissioner's Regulations.

According to the project director, the comprehensive plan was drafted and is awaiting the comments and approval of the Chancellor's office, the Office of Legal Affairs, ASPIRA, and the N.Y.S.E.D. Once these parties have had the opportunity to comment and modify the proposed plans and regulations, they will be promulgated to district educators, local school

board members, and parents. These newly proposed regulations and plans represent a major attempt to align city and state requirements for the education of LEP students. These changes are expected to help reduce confusion, increase administrative efficiency, and improve service delivery to students.

III. CONCLUSIONS AND RECOMMENDATIONS

The New York City Bilingual Technical Assistance Center plays an important role in assisting bilingual education programs, parents, and supervisors. In effect, it enunciates official policy and offers a public forum to discuss bilingual education issues. The current director has been effective in implementing and documenting the Center's activities during the 1985-86 academic year.

The following recommendations are offered for improving the Center's functioning:

1. Additional staff should be assigned to the Center on a regular, rather than an ad hoc, basis.

2. The citywide Spanish Spelling Bee and the Annual Hispanic Parents' Conference should be continued and perhaps expanded to include students and parents of Chinese, Greek, and Haitian backgrounds.

3. The Center should continue to offer "tailor-made" workshops on both district and school levels (as were offered to the District 6 teaching staff). These targeted workshops appear to be more highly valued than the general ones.

4. The newly drafted regulations and plans developed by the Center should be commented upon and the final version approved as quickly as possible.

IV. APPENDICES

NEW YORK CITY BOARD OF EDUCATION

Certamen de Deletreo en Español
Carlos Dominicci
Spanish Spelling Bee

Semi-Finales
Semi-Finals

8 de mayo de 1986
May 8, 1986

2 World Trade Center
New York City

Comité del Certamen de Deletreo
Spanish Spelling Bee Committee

Miguel O. Martinez
Presidente Honorario

Carmen Gloria Burgos
Antonia Carranza
Elsa Casillo
Pedro J. Colón
Elva Collazo
Felicita Diaz
Angie Ginty
Jeanne Hernández
Dolores Nazario
Gladys Pena
Nilda Soto Ruiz

Reconocimiento / Acknowledgements

Daniel García-C.S.D. 8

New York City Board of Education

Office of Chief Executive for Instruction
Office of Bilingual Education
Office of Foreign Languages
Office of Public Affairs

State Education Department
Bureau of Bilingual Education

Agradecemento muy especial a/Very special appreciation to
Carmen Gloria Burgos & Pedro J. Colón, Office of Bilingual Education

Nuestras secretarias/Our secretaries
Awilda Costa Project Get Set-OBE
Milagros Pérez-Funding & Evaluation-OBE
Joyce Varley-Office of Chief Executive for Instruction

Tributo

En reconocimiento por fomentar el Certamen de Deletreo en Español como una fuente de orgullo lingüístico y de aprovechamiento académico expresamos nuestra gratitud al fenecido colega Carlos Dominicci.

Carlos Dominicci fue un talentoso traductor que proveyó a nuestra comunidad de importantes servicios a través de la radio y la televisión. Sus programas informaban al público hispano sobre los reglamentos, decisiones, asuntos educativos y servicios del sistema escolar. Fue miembro activo en varias organizaciones cívicas y culturales.

Con el propósito de honrar su gran afición por los padres y estudiantes hispanos se ha decidido llamar a este evento El Certamen de Deletreo en Español Carlos Dominicci.

In recognizing and promoting the concept of a citywide Spanish Spelling Bee as a significant source of linguistic pride and academic achievement we acknowledge the contributions made by the late Carlos Dominicci, a former colleague at the Board of Education.

Carlos Dominicci was a gifted translator who provided an important service in broadcasting topical radio and television informational programs which sought to acquaint the Hispanic public on the policies, actions, issues and services of the school system. He was also widely known as an active member in a variety of Hispanic cultural and civic organizations.

His love of the Spanish language and commitment to the interests of Spanish-speaking students and parents can best be recognized by designating this event in his honor as the Carlos Dominicci Spanish Spelling Bee.

A Nuestros Niños

Felicitamos a todos los estudiantes que compiten en el Certamen de Deletreo en Español, que tanta importancia tiene en el desarrollo de nuestro idioma español.

To Our Children

We congratulate all our students who are competing in the Spanish Spelling Bee which is so important to the development of our Spanish Language.

Jueces / Judges

Carmen Dinos, Profesora (jubilada), Brooklyn College
Carmen Rivera, Directora (jubilada), P.S. 211
Jaime Pérez, Estudiante BBMS, Distrito 4
Jesús Nuevo, Profesor, York College
Francisco Navazo, Agregaduría de Educación, Consulado de España
Carmen Gloria Burgos, Bibotecaria-Oficina de Educación Bilingüe

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Hispanics in Communication
Productos Goya
Valencia Bakery

Programa / Program

Apertura/Opening Remarks	Antonia Carranza, Asistente Especial de la Jefa Ejecutiva de Instrucción, Coordinadora del Certamen
Maestro de Ceremonias	Leandro García-Machi P.S. 136, Distrito 6
Saludos	Miguel O. Martínez Ex Vice Presidente Junta de Educación de la Ciudad de Nueva York
	Louise Lutty Jefa de Instrucción
	Nilda Soto Ruiz, Directora Oficina de Educación Bilingüe
	Gloria Casas, Supervisora Negociado de Educación Bilingüe Estado de Nueva York
Reglamentos del Certamen Rules	Áurea Pumata Dona Distrito 7
Competencia-Nivel I	Estudiantes de los 26 distritos participantes del 4° al 6° grado
Level I Competition	Students of the 26 participating districts, grades 4 to 6
Presentación Musical	Allen Daly Distrito 6
Competencia-Nivel II	Estudiantes de los 26 distritos participantes del 7o al 9o grado
Level II Competition	Students of the 26 participating districts, grades 7 to 9
Entrega de Premios Presentation of Awards	Miguel O. Martínez Antonia Carranza Nilda Soto Ruiz

The Board of Education
of the City of New York
The Chancellor and
The Chief Executive
for Instruction
Invite you to attend

SPANISH SPELLING BEE

Semi—Finals
Thursday-May 8, 1986
2 World Trade Center
Room 4430
9:30 A.M.

Finals
Friday—May 16, 1986
N.Y.C. Board of Education
Hall of the Board
9:30 A.M.

La Junta de Educación
de la Ciudad de Nueva York
El Canciller y
La Jefa Ejecutiva de Instrucción
tienen el placer de invitarle al

CERTAMEN DE DELETREO

Semi-Finales
Jueves—8 de mayo de 1986
2 World Trade Center
Room 4430
9:30 A.M.

Finales
Viernes—16 de mayo de 1986
N.Y.C. Board of Education
Hall of the Board
9:30 A.M.

El Futuro de Tus Hijos
Constrúyelo Hoy

Sixth Annual Hispanic Parents Conference
Sexta Conferencia Anual para Padres Hispanos

May 3, 1986 9:00 a.m.—2:30 p.m.

Park West High School
525 W. 50th Street
New York, New York

New York City Board of Education
Nathan Quiñones, Chancellor

New York City Board of Education
Office of Bilingual Education
Nilda Soto Ruiz, Director

PROGRAMA

9:00 a.m. - 9:30 a.m.	Desayuno y matrícula (Lobby) Breakfast and Registration
9:30 a.m. - 10:00 a.m.	Sesión General (Auditorio) General Session
10:00 a.m.- 10:50 a.m.	Talleres - Sesión A Workshops Session A
11:00 a.m.- 11:50 a.m.	Talleres - Sesión B Workshops Session B
12:00 a.m.- 12:30 p.m.	Centro de información Information Booths
12:30 p.m.- 1:20 p.m.	Almuerzo - Salón 200 Luncheon - Room 200
1:30 p.m. - 2:20 p.m.	Centro de información Information Booths

Sírvase visitar el centro de información en el primer piso representados por agencias de servicio a la comunidad. En el Salón 363 representantes de la junta de educación estarán para asistir con preguntas acerca de educación de las diez a doce y de la una y media hasta las dos y media de la tarde.

Please visit the Information Booths in the Lobby. In Room 363 representatives from the Board of Education will be available from 10:00 a.m. to 12 noon and from 1:30 to 2:30 to answer questions on education.

EL FUTURO DE TUS HIJOS ..... CONSTRUYELO HOY

YOUR CHILDS FUTURE ..... BUILD IT TODAY

9:30 a.m. - 10:00 a.m.	Sesión General (Auditorio) General Session (Auditorium)	
	Moderadora: Moderator	Gilda M. vanSant Conference Coordinator Office of Bilingual Education
	Saludos: Greetings	Nilda Soto Ruiz, Director New York City Public Schools Office of Bilingual Education
	Oradores: Speakers	Louise Lally Chief Executive for Instruction Office of the Chancellor
		Ida Ortevarria, Administrator Office of Educational Assessment
		Carmen A. Perez, Chief Bureau of Bilingual Education NYS Education Department
10:00 a.m. - 10:50 a.m.	Talleres Sesión A Workshop Session A	
10:50 a.m. - 11:50 a.m.	Talleres Sesión B Workshop Session B	

CENTRUS DE INFORMACION
INFORMATION BOOTHS

Bilingual Task Force

Consolidated Edison
Consumer Education Department

Hotline Cares, Inc.

Institute for the Puerto Rican Hispanic Elderly

NYC Board of Education
Office of Adult and Continuing Education

NYC Fire Department

NYC Police Department
16th Precinct

The Puerto Rican Cultural Heritage House

Puerto Rican Family Institute

SCANT Program

OFFICE OF BILINGUAL EDUCATION

CONFERENCE COORDINATORS

Pedro Cuban, Director, NYC Bilingual Technical Assistance Center
Gilda vanSant, Conference Coordinator

CONFERENCE COMMITTEE

Angel Bonilla, Dist. 2	Clara Glasgow, OBE
Carmen Gloria Burgos, OBE	Dolores Nazario, Dist. 4
Victoria Delgado, Dist. 3	Laura Rodriguez, Bilingual/ESL Unit
Edith Feliciano, Dist. 15	Marylou Solano, Dist. 6
Nydia Flores, SED	Matilde Torres, Dist. 15
	Andres Rodriguez, Dist. 2

SPECIAL ASSISTANCE IN CONFERENCE PLANNING & IMPLEMENTATION

Angela Bazley, Deputy Director, Office of Bilingual Education
Mildred Gonzalez, Deputy Director, Office of Bilingual Education

ORGANIZATIONS WHO CONTRIBUTED MATERIALS

Bowery Savings Bank	Consolidated Edison
Cervantes Company	Lectorum Publications

SPECIAL THANKS TO THE NEW YORK STATE EDUCATION DEPARTMENT BUREAU OF BILINGUAL EDUCATION for their support and cooperation.

Carmen A. Perez, Chief
Gloria Cuevas, Supervisor

SESION (12:50) SALON	TALLERES	PRESENTADOR
A-1 205	PLAN DE LOS REGENTES: ¿Cómo les afectan los reglamentos a nuestros niños	Gloria Cesar, Supervisora Oficina Regional, Depto. de Educación del Estado de Nueva York/Negociado de Educación Bilingüe
B-1 211	EL SISTEMA ESCOLAR AL SERVICIO DE LOS PADRES: Padres desarrollando programas para padres.	Dist. 3 Andres Rodriguez, Moderador Padres: América Trinidad, Sergio Vega Dist. 6 Marylou Solano, Moderador Padres: Cordia Bavel, Ana Luisa Rodriguez Dist. 15 Edith Feliciano, Moderador Padres: Iraida Crespo, María Rivera
A-2, B-2 229	EDUCACIÓN BILINGÜE: Ley, mitos y realidad	Diana Caballero, P.R. Latino Roundtable, Luis Reyes, ASPIRA Carmen Gonzalez, Oficina de Educación Bilingüe Matilde Torres, Dist. 15
A-3, B-3 207	ELECCIONES DE LAS JUNTAS ESCOLARES: Tu voto es tu voz - ¡Usalo!	Alice Cardona, División de Mujeres del estado de Nueva York
A-4, B-4 209	LA ESCUELA SUPERIOR: Conozcan las opciones para orientar a nuestros hijos.	Joyce Fondiona, Distrito 31 Laura Rodriguez, Unidad de Inglés como Segundo Idioma y Servicios Bilingües a las Escuelas Superiores
A-5 211	EVALUACIÓN: ¿Qué es, qué costos, qué efecto tienen los resultados?	Ida Echevarría, Administradora Exploración, Junta de Educación de la ciudad de Nueva York

*Taller A Primera sesión 10:00 a.m. - 10:50 a.m.
Taller B Segunda sesión 11:00 a.m. - 11:50 a.m.

NOTE: QUE ALGUNOS TALLERES NO SE REPITEN

SESION (12:50) SALON	TALLERES	PRESENTADOR
A-6, B-6 307	EDUCACIÓN UNIVERSITARIA: ¿Dónde se obtiene?	Henry Obligado, Junta de Educación de la Ciudad de Nueva York Anne Tyler, Oficina de Educación Continua para Adultos Colegios: Boricua Carlos Perez Hostos - Rafael Vasquez Lehmann - Jesus Fuentes
A-7, B-7 313	EDUCACIÓN ESPECIAL ¿Qué ofrece y quién la necesita?	Connie Grosbard, Programa de Padres Wanda Santiago-Huerta, División de Educación Especial, Junta de Educación de la Ciudad de Nueva York
A-8, B-8 323	NUTRICIÓN: La relación que existe entre el aprendizaje y la alimentación.	Rose Rivera, Mildred Rivera Universidad de Cornell Centro de Nutrición
A-9, B-9 315	TODO PADRE ES MAESTRO Sugerencias para ayudar a nuestros niños en la lectura, matemáticas y disciplina.	Victoria Delgado, Distrito 32 Yvonne Vellis, Distrito 15 Victoria Rios, Distrito 3
301	CENTRO DE INFORMACIÓN	Marta Leon Bonilla, Oficina de Educación Bilingüe Jean Perrillon, Oficina de Educación Bilingüe Annie Torres, Oficina de Educación Continua para Adultos

SESSION* ROOM	WORKSHOP	PRESENTER
A-1 205	REGENTS ACTION PLAN: How the regulations affect our children.	Gloria Cesar, Supervisor NYS Regional Office, State Education Dept. Bureau of Bilingual Education
B-1 211	THE SCHOOL SYSTEM SERVING PARENTS: Parents developing programs for parents.	Dist. 3 Andres Rodriguez, Moderator Parents: America Trinidad, Sergio Vega Dist. 6 Marylou Solano, Moderator Parents: Cordia Bavel, Ana Luisa Rodriguez Dist. 15 Edith Feliciano, Moderator Parents: Iraida Crespo, Maria Rivera
A-2, B-2 229	BILINGUAL EDUCATION: Laws, Myths, Realities.	Diana Caballero, P.R. Latin Roundtable, Luis Reyes, ASPIRA Carmen Gonzalez, Office of Bilingual Education Matilde Torres, Dist. 15
A-3, B-3 207	COMMUNITY SCHOOL BOARD ELECTIONS: Your vote is your voice. Use it!	Alice Cardona, New York State Division for Women
A-4, B-4 209	HIGH SCHOOL: Know your options to guide your children.	Joyce Fondiona, Dist. 31 Laura Rodriguez, H.S. Bilingual/ESL Unit
A-5 211	TESTING: What is it? What does it test? What are the effects?	Ida Echevarria, Administrator Testing, NYC Board of Ed.

*Workshop A First Session 10:00 a.m. - 10:50 a.m.
Workshop B Second Session 11:00 a.m. - 11:50 a.m.
NOTE SOME WORKSHOPS WILL NOT BE REPEATED

SESSION ROOM	WORKSHOP	PRESENTER
A-6, B-6 307	POST SECONDARY EDUCATION: Where is it available?	Henry Obligado, NYC Board of Education Anne Tyler, Office of Adult and Continuing Education Colleges: Boricua Carlos Perez Hostos - Rafael Vasquez Lehmann - Jesus Fuentes
A-7, B-7 313	SPECIAL EDUCATION: What does it offer? Who needs it?	Connie Grosbard, Parent Community Liaison Program Wanda Santiago-Huerta, Division of Special Ed., NYC Board of Education
A-8, B-8 323	NUTRITION: Learning and Nutrition. What is the connection?	Rose Rivera, Cornell University Nutrition Center Mildred Rivera, Cornell University, Nutrition Center
A-9, B-9 315	EVERY PARENT A TEACHER: Suggestions for helping children in Reading, Mathematics and with Discipline.	Victoria Delgado, Dist. 32 Yvonne Vellis, Dist. 15 Victoria Rios, Dist. 3
301	INFORMATION CENTER	Marta Leon Bonilla, Office of Bilingual Education Jean Perrillon, Office of Bilingual Education Annie Torres, Office of Adult & Continuing Ed.

E V A L U A C I Ø N

Sexta Conferencia Anual Para Padres Hispanos

Le agradeceremos dé su opinión sobre la conferencia que se ha llevado a cabo. Indique su selección usando esta marca (✓) en los espacios correspondientes.

	EXCELENTE	BUENO	ADECUADO	INADECUADO
1. El lugar de la conferencia.....				
2. Los discursos.....				
3. Los materiales disponibles.....				
4. Las exhibiciones.....				
5. La organización general de la conferencia.....				
6. El almuerzo.....				
7. El programa para los niños.....				
8. El entretenimiento.....				
9. El Centro de Información.....				

Comentarios: _____

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GRACIAS POR SU COOPERACION.

E V A L U A T I O N

Sixth Annual Conference for Hispanic Parents

Please read each statement and mark your opinion (✓).

	EXCELLENT	GOOD	FAIR	POOR
1. Location was.....				
2. Speeches were.....				
3. Materials available were.....				
4. Exhibitions were.....				
5. Organization of the conference was.....				
6. Luncheon was.....				
7. Childrens' program was.....				
8. Entertainment was.....				
9. Information Center was.....				

Comments: _____

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THANK YOU FOR YOUR COOPERATION.

Newsday 5/4/88

Cultivating Hispanic Academic Excellence

By Patricia Hurtado

Nearly 300 mothers and fathers squeezed themselves into student-sized desks at Manhattan's Park West High School yesterday to demonstrate that Hispanic parents care enough to get involved in their children's education.

The sixth-annual conference in Spanish, whose theme was "Your Child's Education . . . Build It Today," was one in a series of programs for minority parents sponsored each year by the city office of Bilingual Education and the State Education Department.

Nilda Soto Ruiz, director of the city's Office of Bilingual Education, stressed the need for involvement. "Parents must work hand in hand with their children's schools and teachers," Soto Ruiz said. "If not, our children will never achieve the future success we hope for them."

Rosa Farfan of Manhattan has attended the conference each year to keep abreast of new developments that affect her daughter Stephanie's education.

"Many parents are baffled by what happens to their children in school," Farfan said. "They don't know how to handle them if they don't go to class or don't get good grades. They just don't have any idea how to help them. Here, parents get some guidance."

Parents attended workshops conducted in Spanish that ranged from how to vote in Tuesday's elections for community school boards to deciphering a child's test results.

At a workshop taught by Gloria Casar, regional director of the state's Office of Bilingual Education, parents heard about the tests their children take. When Casar explained that baffling flurry of acronyms like "PEP" and "LEP" meant "Pupil Evaluation Program" and "Limited English Proficiency," some parents took notes. Others elbowed each other and smiled when they recognized a phrase and finally understood what it meant.

Germania Fernandez listened attentively at a workshop on bilingual education.

"I'm here because I'm interested in the programs my children are getting in school," said Fernandez, who came to the United States from Santo Domingo 13 years ago. "They're taking bilingual education classes, but I never knew the history of why they are taught in Spanish. I've come because I want to help my children do well in school to get ahead."

New York City Board of Education
Office of Bilingual Education

Bilingual/ESL Staff Development Conference for Bilingual/ESL Teachers and School Building Supervisors Grades 5-8

Guest Speaker: Lillian Restaino-Baumann, Ph. D.
Consultant

Topic: Teaching Critical Thinking in the Content Areas

January 11, 1986

OFFICE OF EDUCATIONAL ASSESSMENT
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

WORKSHOP EVALUATION FORM

NEW YORK CITY BILINGUAL TECHNICAL ASSISTANCE CENTER
READING REMEDIATION SEMINAR AT
COMMUNITY SCHOOL DISTRICT SIX

File # [ ][ ][ ][ ][ ][ ]

Presenter _____ Date _____

Topic of Session: _____

CIRCLE THE NUMBER WHICH BEST INDICATES YOUR OPINION OF THE FOLLOWING:

	Lowest				Highest
1. How clear was the purpose of the workshop?	1	2	3	4	5
2. How well organized was the material presented?	1	2	3	4	5
3. How adequate was the scope of the presentation?	1	2	3	4	5
4. How knowledgeable was the speaker on the topic?	1	2	3	4	5
5. How thorough was the material presented?	1	2	3	4	5
6. How useful was the content of this presentation?	1	2	3	4	5

7. Please list two or more specific strategies to teach [illegible] 5th - 8th grade students that you have learned in this session.

_____
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TURN OVER

8. Please list the primary strengths of the session:

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9. Please list recommendations that may improve similar sessions in the future:

_____
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10. (A) Would you attend a similar workshop on a relevant topic if the session were conducted at a future date?
YES NO UNSURE

(B) Would you attend without any monetary compensation?
YES NO UNSURE

Comments: _____
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THANK YOU FOR YOUR COOPERATION.

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION

New York City
Bilingual Education
Technical Assistance Center

Manual de Educación Bilingüe Para los Padres Hispanos

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Nilda Soto Ruiz, Director
Office of Bilingual Education

1. ¿QUÉ ES LA EDUCACIÓN BILINGÜE MULTICULTURAL?

La educación bilingüe multicultural es la instrucción escolar usando dos idiomas: el español y el inglés. Se da énfasis, además, a la cultura de la cual proceden los estudiantes y a la cultura de los Estados Unidos de América.

2. ¿QUÉ ES UN PROGRAMA DE EDUCACIÓN BILINGÜE MULTICULTURAL?

En un programa de educación bilingüe multicultural los estudiantes aprenden a escuchar, hablar, leer y escribir el idioma inglés mientras continuan desarrollando las destrezas de escuchar, hablar, leer y escribir en su idioma nativo, en el caso de los hispanos, el español. Además reciben instrucción en matemáticas, ciencias y estudios sociales en su lengua nativa, el español.

3. ¿QUÉ VENTAJAS TIENE EL SABER COMUNICARSE EN DOS O MÁS IDIOMAS Y CONOCER DIFERENTES CULTURAS?

La habilidad para comunicarse en dos o más idiomas es beneficiosa para todo estudiante. El estudiante que aprende a hablar dos o más idiomas y conoce sobre diferentes culturas desarrolla una imagen positiva de sí mismo, lo cual es my importante para su progreso académico.

4. ¿ES EL PROGRAMA DE EDUCACIÓN BILINGÜE NECESARIO PARA UN ESTUDIANTE QUE HABLA ESPAÑOL E INGLÉS?

Sí. Muchos estudiantes hablan español pero no lo saben leer ni escribir. El

programa de educación bilingüe los capacita para leerlo, escribirlo y a expresarse oralmente con más propiedad y corrección. Además evita que los estudiantes se retrasen en el aprendizaje de las matemáticas, las ciencias y los estudios sociales a la vez que van adquiriendo las destrezas básicas del idioma inglés.

5. ¿POR QUÉ TIENE MI HIJO QUE APRENDER A LEER Y A ESCRIBIR EL ESPAÑOL SI ESTAMOS VIVIENDO EN UN PAÍS DONDE SE HABLA INGLÉS?

Porque el estudiante que sabe leer y escribir el idioma español aprende mejor las matemáticas, las ciencias y los estudios sociales cuando se las enseñan en español. La mayoría de los estudiantes hispanos que asisten a las escuelas pública de la Ciudad de Nueva York vienen de países en donde no se habla inglés. Al matricularse en los programas regulares se retrasan en el aprendizaje de las asignaturas académicas. Además estos estudiantes tienen el derecho a recibir una igualdad de oportunidad educacional. El programa de educación bilingüe ayuda a los estudiantes a aprender el inglés como segundo idioma mientras reciben instrucción en español. El aprendizaje del inglés como un segundo idioma capacita al estudiante para tener éxito en una sociedad donde el idioma principal es el inglés.

6. EL PROGRAMA DE EDUCACIÓN BILINGÜE SE DISEÑÓ PARA SATISFACER LAS NECESIDADES ESPECIALES DE ALGUNOS ESTUDIANTES. ¿SIGNIFICA ÉSTO QUE MI HIJO SERÁ UBICADO EN UN PROGRAMA DE EDUCACIÓN ESPECIAL?

No. El programa de educación bilingüe no es un programa de educación especial.

Tampoco es un programa de educación remediativa. El programa de educación bilingüe es un programa diseñado para satisfacer las necesidades linguísticas de aquellos estudiantes que no entienden el idioma inglés.

7. ¿EXISTEN PROGRAMAS DE EDUCACIÓN BILINGÜE EN OTROS PAÍSES?

Sí. Hay programas de educación bilingüe en, Canadá, Australia, Suiza, Irlanda, Inglaterra, África, Méjico, Bolivia, etc. En los Estados Unidos se han implantado programas de educación bilingüe en Florida, California, Tejas, Nuevo Méjico, Colorado, New Jersey, Massachussets, Chicago y en el estado de Nueva York.

Los programas de educación bilingüe han existido en los Estados Unidos desde el año 1800. En la Ciudad de Nueva York los programas de educación bilingüe se implantaron en el año 1968.

8. ¿PODRÍAN PARTICIPAR EN UN PROGRAMA BILINGÜE LOS ESTUDIANTES MONOLINGÜES (INGLÉS)?

Sí. Los estudiantes monolingües, (inglés) pueden beneficiarse de un programa de educación bilingüe. En diferentes estados de la nación y en el Canada existen programas bilingües en los cuales participan estudiantes que solamente hablan inglés o francés. Estos estudiantes aprenden español, francés o inglés como segundo idioma.

9. ¿QUÉ ES EL DECRETO POR CONSENTIMIENTO?

El Decreto por Consentimiento (Consent Decree) es un acuerdo entre la Junta de

Educación de la Ciudad de Nueva York y Aspira de Nueva York. Este decreto fue firmado por ambas organizaciones el 29 de agosto de 1974 en presencia del Juez Federal, Marvin E. Frankel, de la Corte de Distrito de los Estados Unidos, Distrito Sur de Nueva York.

El decreto estipuló que para septiembre de 1975, la Junta de Educación de la Ciudad de Nueva York proveería un programa de educación bilingüe y/o de inglés como segundo idioma a todos los estudiantes hispanos o de apellidos hispanos que no podían comunicarse en el idioma inglés. Estos estudiantes pueden aprender mejor cuando se usa el español como vehículo de instrucción. El programa de educación bilingüe incluye los siguientes componentes:

* un programa de instrucción sistemático diseñado para desarrollar en el estudiante la habilidad para entender, hablar, leer y escribir el idioma inglés.

* la enseñanza de las matemáticas, las, ciencias y los estudios sociales usando el español como vehículo de instrucción.

* la ensenanza de la música, la educación física, el arte, etc. usando el español o el inglés como vehículo de instrucción.

* un programa de instrucción sistemática para mejorar y/o desarrollor en el estudiante la habilidad para entender, hablar, leer y escribir el idioma español, y

* la integración de los estudiantes en el programa de educación bilingüe con los demás estudiantes que participan en el programa de educación general.

10. ¿CÓMO SE SELECCIONAN LOS ESTUDIANTES QUE PARTICIPAN EN EL PROGRAMA DE EDUCACIÓN BILINGÜE ESTIPULADO POR EL DECRETO POR CONSENTIMIENTO?

La participación de los estudiantes en este programa de educación bilingüe se determina mediante los resultados de la Batería de Evaluación del Lenguaje (Language Assessment Battery) que se administra durante el otoño y la primavera de cada año escolar. La evaluación del lenguaje mide la habilidad del estudiante para recibir instrucción en inglés o en español. Los estudiantes que son admitidos a las escuelas por primera vez deben ser evaluados dentro de los primeros diez (10) días de ser admitidos.

De acuerdo con los resultados de esta evaluación, los estudiantes que deben aprender las asignaturas básicas en español serán asignados al programa de educación bilingüe estipulado en el Decreto por Consentimiento.

11. ¿ESTÁ DISEÑADO ESTE PROGRAMA EXCLUSIVAMENTE PARA ESTUDIANTES PUERTORRIQUEÑOS?

No. El programa de educación bilingüe es para todos los estudiantes cuya lengua materna es el español. Estos estudiantes proceden de Puerto Rico, Santo Domingo, Méjico, Cuba y de otros países hispanos de Centro y Sur América.

De acuerdo con la Circular Especial No. 14 del 26 de junio de 1975, el programa de educación bilingüe fue extendido por el Canciller para incluir a aquellos estudiantes que hablan otros idiomas tales como el chino, el griego, el italiano, el francés, etc.

12. ¿CUÁNTO TIEMPO DEBE PERMANECER UN ESTUDIANTE EN EL PROGRAMA DE EDUCACIÓN BILINGÜE?

El tiempo requerido para que un estudiante permanezca en el programa de educación bilingüe dependerá de su habilidad para comunicarse en el idioma inglés. La habilidad para comunicarse en inglés o en español se determinará anualmente durante la primavera de cada año escolar. Tan pronto el estudiante desarrolle la habilidad para entender, hablar, leer y escribir el inglés, éste será transferido al programa de educación general. En el programa de educación general todas las clases son enseñadas en inglés.

13. ¿CÓMO PUEDEN LOS PADRES PARTICIPAR EN EL PROGRAMA DE EDUCACIÓN BILINGÜE?

Los padres tienen el derecho a expresar sus ideas sobre el programa de educación bilingüe. Pueden contribuir al mismo de la misma manera en que lo hacen con todos los programas educacionales ofrecidos en las escuelas públicas.

La participación de los padres en los programas educacionales es my importante porque esto fomenta las buenas relaciones entre la escuela y la comunidad. La participación de los padres se lleva a cabo mediante las actividades de las asociaciones de padres, los consejos de padres y a través de las reuniones de la Junta Escolar Comunal.

14. ¿QUÉ OTROS SERVICIOS EDUCACIONALES OFRECE LA ESCUELA CUANDO LOS PADRES NO ACEPTAN MATRICULAR A SUS HIJOS EN EL PROGRAMA DE EDUCACIÓN BILINGÜE?

Aquellos estudiantes cuyos padres o guardianes deciden no matricularlos en el programa de educación bilingüe serán ubicados en el programa de educación general. En este programa todas las clases se enseñan en inglés y el estudiante además, recibirá instrucción en inglés como segundo idioma.

15. ¿QUÉ SERVICIOS OFRECE LA ESCUELA CUANDO ÉSTA NO PUEDE OFRECER AL ESTUDIANTE UN PROGRAMA DE EDUCACIÓN BILINGÜE O DE INGLÉS COMO SEGUNDO IDIOMA?

La escuela está en la obligación de informar al padre o encargado que ésta no ofrece el programa de educación bilingüe y/o de inglés como segundo idioma. Además tiene que informarles acerca de la escuela más cercana en donde se ofrecen estos programas.

El padre o guardián puede solicitar que su hijo sea transferido a la escuela más cercana en donde se ofrezca el programa de educación bilingüe o de inglés como segundo idioma.

16. ¿CUÁLES SON LAS CUALIFICACIONES DE LOS MAESTROS BILINGÜES?

Al igual que los demás maestros de las escuelas públicas de la Ciudad de Nueva York, los maestros bilingües tienen que tener licencias apropiadas. Los maestros que enseñan inglés como segundo idioma deben estar familiarizados con las teorías, métodos y técnicas para enseñarlo. Los maestros que enseñan las matemáticas, las ciencias y los estudios sociales usando el español como vehículo de instrucción, tienen que tener fluidéz en español y la habilidad para escuchar, hablar, leer y escribir el inglés. Los maestros que enseñan el idioma español deben estar familiarizados con las teorías, métodos y técnicas para enseñar el idioma español a los estudiantes de habla hispana. En conclusión, los maestros bilingües tienen la habilidad para entender, hablar, leer y escribir el español y el inglés.